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The Techniques used in improving the language skills of Irulas and Malamalar the Tribes of Coimbatore

Abstract: Coimbatore known as the Manchester of South India has its own impact on the district with a considerable daily commuting population. It constitutes different segments of people all over the district among them Tribals constitute a minority population bearing a common name and speaking a common dialect. The present study aims at identifying the educational problems experienced by the tribal childrens inhabiting the western ghats of Coimbatore district, in Anamalai hills, Odayakulam, Narasipuram and Marathumalai and to make the children to acquire the language competence. The linguistic conditions are responsible directly or indirectly for the existence of other problems in the domain, like difficulties faced by the tribal childrens in learning the language and Communication.

Key words: Tribal Education, Communication, Curriculum.

Introduction: The data on learning the Language skills and the other problems to acquire Communication faced by the Tribal children have been analyzed using the descriptive methodology. Principles of learning education, language concepts are used in describing the tribal dialects. The learning is considered as a cognitive process that can be facilitated by the

teacher and developed by peer interaction. The focus is given to creativity and thinking skills with due importance to LSRW (Listening, Speaking, Reading and Writing) skills.

1.2. The present study has the following objectives.

- a) To make the tribals understand the individual pattern of each dialects to pronounce the Language properly with grammatical, accuracy
- b) To develop basic Communication skills which enables them to build the Vocabulary.
- c) To use the language skills to accomplish for purposes and get things done.
- d) To make them interact with other people appropriately when talking with them.
- e) To make the children in primary education to acquire the language competence.
- f) To make the use of words and ways of speaking in different situations.
- g) To locate the educational problems arising among the tribes to propose solutions to rectify Them.
- h) To make them understand more about what the people they talk to are like and their behavior
The way they do.
- i) To make them indulge in understanding the legal proceedings of the state Governments, NGOs, Funding agencies and self-Help groups by using common words and phrases.

1.3. Scope of the study:

The Scope of the study is limited to Tamil and English languages in the tribal areas of Coimbatore district (Anaimalai, Marathumalai hills and Vellingiri hills). The Government of Tamilnadu has provided Facilities for imparting education to the Tribal children. The GTR (Government Tribal Residential) schools run by the government aims to promote the level of literacy and education among these Tribals.

1.4. Methodology:

In almost all the areas where Tribals are settled either a GTR or a Government school is found either in the same locality or in the nearby village and most of the Tribal children are persuaded to join such schools by NGOs, Voluntary organisations and Government officials. Since their number is not quite large it is decided to consider all the children who attend such schools.

1.5. Tribal Education and Language Concepts:

The Western Ghats is a multi-lingual or multi-dialectal area in which many Tribal groups live like Malamalsar, Muduva, Irula, Pulaya and Kadar. Many tribes and tribal languages of the Western Ghats are studied from different perspectives. The Tribal languages have undergone changes in all the levels of the language by the influence of other language groups and modernization has taken place in the life style of these Tribes. Among the tribal languages spoken under the study area some languages are closely related to Tamil (Malasar), some are related to Kannada (Irulas) and some other are related Malayalam (Muduva). Due to diversified language groups there are some problems in Communication, selection of medium of education. The Tribal children living in the Anaimalai hills and other parts have to encounter and interact with quite number of people frequently with different language groups.

1.6...Schooling Process:

The tribal children are unable to cope up with problems faced during the learning session of the school. This may be due to the linguistic factors. The tribal childrens of Malamalsar and Irulas study in the Government schools in Odaiyakulam and Narasipuram village. When these children comes to school to acquire language skills their mother tongue is different

from other children and they experience few difficulties in the learning process. The childrens should be made aware of the fact that learning education through tribal language has narrow objectives it would not help them to mingle with the mainstream of life. They should be aware of the benefits of learning education through Tamil and English.

1.6. Communication pattern:

Communication is responsible for modernization or popularizing and implementing any developmental programme. Oral network Communication alone is available among the tribal children.

1.7. Teaching learning materials:

The Tribal communities of Western Ghats are concerned they require variety of teaching learning materials. Reading, including analyzing what is reading and writing, including the ability to use different styles in different situations, Proper use of grammar, spelling and punctuation. Just as it takes years for a children to gain proficiency in a mother tongue, it takes time to develop the other elements of effective communication. Time is necessary not only to acquire good communication skills, but to practise, refine and polish them. As well, some communication skills are intangible and best assimilated in the course of learning another discipline, a physical education class will teach teamwork and co-operation. Language is a communication system it also helps the children to understand that speech can be acquired in the form of writing. Writing is a message in the form of print and the print is constant, written language is often different from spoken language. While Teaching numbers, letters and words we can show the difference between a letter, a word and a sentence. It helps the children to understand that a letter or letters represent a sound within a word.

In the preparation of learning materials importance has to be given to the following factors.

1. Language Skills Everyone Needs
2. Language concepts
3. Spoken and written text understandings
4. Word Awareness
5. Language in speech
6. Language in Curriculum

Language Skills Everyone Needs:

Leaflets were regarded as one of most affordable and effective mode of dissemination of information. They were designed with the specific purpose of handing out to the targeted people. The main purpose of a leaflet is to catch the attention of the people and to get the message delivered convincingly to them. In particular, charts and posters are used to attract and hold attention, develop an idea, present information to small groups.

The tribal children should have Good communication skills, the skills that everyone needs, an ambitious children needed to get ahead in life was some skill with hand tools, an ability to memorize the songs and tales of his tribe and enough knowledge of a second language to barter in the dialect of a village .

Conclusion: Language, written and spoken is very important and should be taught to the tribal children starting at a very early age. Parents are the primary educators of children's speech. Acquiring the language competence is important especially in primary education. The language is a basic tool through which education is to be implemented. The tribal children have to learn both English and Tamil.

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